

# RELIGION

*I have called you by name, You are Mine. (Is 43:1)*

## FIRST GRADE

### Overview

**Jesus Teaches by Example** – Jesus, the son of God, came to earth to teach us about God’s love and help us be holy members of the Church.

### Faith Background

Children in first grade are at a stage where the concepts and beliefs of others, teachers and parents, are most essential to faith growth. It is at this time that children learn about faith experience through scripture stories and role models.

First graders are not able to think abstractly. Therefore, it is important that teachers and parents provide real experiences and concrete objects and examples. In addition, they should concentrate on faith community to provide a healthy foundation for further faith development.

### Creed

<b>1RELIGI-1</b>	<b>God – The student will describe God as a Father, Creator, and Provider.</b>
1RELIGI-1A	Tell how God is the creator of all.
1RELIGI-1B	Recognize how God creates us in His own image and likeness.
1RELIGI-1C	Identify how God provides for your needs and the needs of others.
<b>1RELIGI-2</b>	<b>Jesus – The student will describe how Jesus, the Son of God, lived a holy life.</b>
1RELIGI-2A	Recognize that Jesus was a member of the Holy Family.
1RELIGI-2B	Recognize and recall how Jesus worked among all people.
1RELIGI-2C	Describe how Jesus took care of people’s needs and healed.
1RELIGI-2D	Retell stories Jesus told His followers.
1RELIGI-2E	Explain how Jesus invited special people to follow Him.
1RELIGI-2F	Describe how Jesus died and rose to new life.
<b>1RELIGI-3</b>	<b>Holy Spirit – The student will grow in his or her understanding of the Holy Spirit.</b>
1RELIGI-3A	Recognize how Jesus sent the Holy Spirit to help us.
1RELIGI-3B	Know that the presence of the Holy Spirit guides us.
1RELIGI-3C	Identify the Holy Spirit as the third person of the Trinity.
<b>1RELIGI-4</b>	<b>Blessed Virgin Mary – The student will grow in his or her understanding of Mary, the Mother of God.</b>
1RELIGI-4A	Recognize that God chose Mary as our Mother, who shows us love and care.
1RELIGI-4B	Know that we honor Mary on special days.

<b>1RELIGI-5</b>	<b>Saints – The student will grow in his or her understanding of the saints.</b>
1RELIGI-5A	Recognize that saints live holy lives, loving and serving God and His people and that we honor saints on All Saint’s Day.
<b>1RELIGI-6</b>	<b>Sacred Scripture – The student will identify the Bible as the written word of God.</b>
1RELIGI-6A	Read and listen to Bible stories from the Old and New Testament.
<b>1RELIGI-7</b>	<b>Church – The student will pray and sing as a member of God’s family.</b>
1RELIGI-7A	Participate actively in Mass.
1RELIGI-7B	Recognize how the Church celebrates the liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.
1RELIGI-7C	Identify the leaders of the Church (priest(s), Bishop, Pope).

### Sacraments

<b>1RELIGI-8</b>	<b>Preparing for Sacraments – The student will grow in understanding of the sacraments.</b>
1RELIGI-8A	Know that we come to Mass to celebrate the sacrament of the Eucharist.
1RELIGI-8B	Describe how we become members of God’s family in Baptism.
1RELIGI-8C	Recognize that Jesus teaches us about forgiveness.

### Christian Living

<b>1RELIGI-9</b>	<b>Christian Response – The student will show concern for God’s creation.</b>
1RELIGI-9A	Participate in sharing gifts, possessions, and prayers with the needy and suffering. (CST 1, 4, 5)
1RELIGI-9B	Describe ways to care for God’s creation. (CST 1, 7).
1RELIGI-9C	Accept ourselves and others as unique creations and special children of God. (CST 1A)
<b>1RELIGI-10</b>	<b>Morality – The student will recognize the difference between right and wrong actions.</b>
1RELIGI-10A	Recognize that God helps us distinguish between right and wrong.
1RELIGI-10B	Discuss ways to respect others.
<b>1RELIGI-11</b>	<b>Human Life – The student will understand that each person’s body is a temple of the Holy Spirit and that they are worthy of love and respect.</b>
1RELIGI-11A	Recognize the different emotions.
1RELIGI-11B	Discover good ways of communicating.

### Prayer

<b>1RELIGI-12</b>	<b>Prayer – the student will understand that prayer is listening and talking to God.</b>
1RELIGI-12A	Make the sign of the cross reverently.
1RELIGI-12B	Know how to genuflect.
1RELIGI-12C	Pray together as a class, school community, and church (Mass, rosary).
1RELIGI-12D	Recite the Guardian Angel prayer.
1RELIGI-12E	Recite and discuss the meaning of the Lord’s Prayer.
1RELIGI-12F	Recite and discuss the meaning of the Hail Mary.

# LANGUAGE ARTS

## FIRST GRADE

### Overview

First grade is devoted largely to learning to read. As a result, students will become independent readers by the end of the school year.

The first grade student should be immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and read familiar selections aloud with fluency and expression. Understanding the main idea and sequencing the events of a story are important comprehension skills that will be applied to all subject areas.

First grade students will learn from reading authentic literature, such as fiction, non-fiction, and poetry. The language arts curriculum will encourage children to actively participate as members of the community of readers and writers.

### Reading

<b>1LAREAD-1</b>	<b>Reading Readiness – The student will develop book and print awareness.</b>
1LAREAD-1A	Match oral words to printed words.
1LAREAD-1B	Identify letters, words, and sentences.
1LAREAD-1C	Be familiar with a table of contents, index, and glossary.
<b>1LAREAD-2</b>	<b>Phonics – The student will develop phonemic awareness and knowledge of the alphabetic principle.</b>
1LAREAD-2A	Count the syllables in a word.
1LAREAD-2B	Blend the phonemes (sounds) to make word parts and words.
1LAREAD-2C	Add or delete phonemes (sounds) orally to change syllables or words. Change the beginning, middle, and ending sounds to produce new words.
1LAREAD-2D	Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
1LAREAD-2E	Use visual information, such as initial consonants, blends, vowel patterns, word patterns, and inflectional endings/suffixes to decode unfamiliar words.
1LAREAD-2F	Create and use rhyming words orally and written.
<b>1LAREAD-3</b>	<b>Fluency – The student will read with sufficient accuracy and fluency to support comprehension.</b>
1LAREAD-3A	Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>1LAREAD-4</b>	<b>Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b>
1LAREAD-4A	Relate prior knowledge to textual information.
1LAREAD-4B	Read and comprehend both narrative and expository text appropriate for grade one.
1LAREAD-4C	Predict what will happen next in stories.
1LAREAD-4D	Use picture clues to aid in the understanding of stories.
1LAREAD-4E	Identify main characters, setting, and plot in stories.

1LAREAD-4F	Identify simple cause and effect relationships.
1LAREAD-4G	Dramatize, illustrate, or retell major events of a story in sequence.
<b>1LAREAD-5</b>	<b>Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.</b>
1LAREAD-5A	Demonstrate familiarity with a variety of genres.
1LAREAD-5B	Describe the role of illustrators and authors.
1LAREAD-5C	Discriminate between realism and fantasy.
<b>1LAREAD-6</b>	<b>Vocabulary – The student will use new vocabulary in speech, writing and reading.</b>
1LAREAD-6A	Read sight words from an appropriate word list (e.g. Dolch) fluently.
1LAREAD-6B	Use context clues to gain meaning of unfamiliar words.
1LAREAD-6C	Identify and use multiple meaning words.
1LAREAD-6D	Identify and use compound words.

### Listening and Speaking

<b>1LALIST-1</b>	<b>Listening – The student will listen and respond to oral communication.</b>
1LALIST-1A	Follow two- and three-step oral directions.
1LALIST-1B	Listen attentively for comprehension.
1LALIST-1C	Demonstrate appropriate listening behaviors (e.g. eyes on speaker, resist distractions, not interrupting).
1LALIST-1D	Recognize and respond to non-verbal signals (e.g. expressions of excitement, disapproval).
<b>1LALIST-2</b>	<b>Speaking – The student will speak in clear and coherent sentences.</b>
1LALIST-2A	Use appropriate volume and tone of voice when responding to others.
1LALIST-2B	Speaks clearly in complete and detailed sentences.
1LALIST-2C	Follow rules for conversation (e.g. taking turns, staying on topic).
1LALIST-2D	Contributes orally in conversations and group settings.

### Grammar and Usage

<b>1LAGRAM-1</b>	<b>Grammar and Usage – The student will develop a command of standard English conventions appropriate to first grade.</b>
1LAGRAM-1A	Recognize a complete sentence.
1LAGRAM-1B	Identify contractions (e.g. isn't, aren't, can't, won't).
1LAGRAM-1C	Define and give examples of nouns (singular/plural and common/proper).
1LAGRAM-1D	Define and give examples of verbs.
1LAGRAM-1E	Identify a variety of adjectives.
<b>1LAGRAM-2</b>	<b>Capitalization – The student will capitalize correctly.</b>
1LAGRAM-2A	Capitalize the first word in a sentence and the pronoun "I".
1LAGRAM-2B	Capitalize proper nouns.
<b>1LAGRAM-3</b>	<b>Punctuation – The student will use correct punctuation.</b>
1LAGRAM-3A	Use a period, exclamation point, or question mark at the end of sentences.

<b>1LAGRAM-4</b>	<b>Spelling – The student will develop spelling strategies and skills.</b>
1LAGRAM-4A	Spell short and long vowel words.
1LAGRAM-4B	Spell grade-level appropriate sight words correctly.
1LAGRAM-4C	Alphabetize words to the first letter.

## Writing

<b>1LAWRIT-1</b>	<b>Handwriting – The student will develop handwriting skills.</b>
1LAWRIT-1A	Use appropriate stroke formation.
1LAWRIT-1B	Write upper/lower case letters correctly.
1LAWRIT-1C	Demonstrate uniformity in writing and spacing letters, words, and sentences.
<b>1LAWRIT-2</b>	<b>Composition – The student will develop writing skills.</b>
1LAWRIT-2A	Write complete sentences for a specific purpose.
1LAWRIT-2B	Participate in prewriting activities such as brainstorming, webbing, and story starters.
1LAWRIT-2C	Use writing to demonstrate understanding of various topics (e.g. journaling).
1LAWRIT-2D	Edit for punctuation, capitalization, and meaning.

# MATHEMATICS

## FIRST GRADE

### Overview

The first grade mathematics program introduces the concept of number sense and operations and continues the development of sorting and patterning skills. By the end of first grade, students can use *ones* and *tens* in the place value system. First graders can add and subtract small numbers easily. They can measure a variety of objects and can use basic geometric concepts. In addition, first grade students can collect and organize data and solve basic word/story problems.

While learning mathematics, students should be actively engaged and using concrete materials. Students should also be encouraged to correctly use the concepts, skills, symbols, and vocabulary associated with mathematics.

### Number Sense and Operations

<b>1MATHMA-1</b>	<b>Numbers and Operations: The student will understand and use whole numbers up to 120.</b>
1MATHMA-1A	Count, read, write, order and compare whole numbers to 120.
1MATHMA-1B	Count by number groups to 120 (2s, 5s, 10s).
1MATHMA-1C	Count and group concrete objects in ones and tens to develop an understanding of place value.
1MATHMA-1D	Identify ordinal positions 1 <sup>st</sup> through 20 <sup>th</sup> .
1MATHMA-1E	Classify numbers as even or odd.
1MATHMA-1F	Make reasonable estimates when comparing smaller or larger numbers.
<b>1MATHMA-2</b>	<b>Numbers and Operations: The student will demonstrate an understanding of addition and subtraction by using operations to solve problems.</b>
1MATHMA-2A	Identify more than, less than, and equal to.
1MATHMA-2B	Practice strategies of addition as putting together, increasing, or finding the sum (know the terms).
1MATHMA-2C	Practice strategies of subtraction as taking away, comparing, or finding the difference (know the terms).
1MATHMA-2D	Use addition and subtraction symbols to write number sentences and solve problems.
1MATHMA-2E	Describe and/or solve word/story problems that require addition and subtraction.
1MATHMA-2F	Use the inverse relationship between addition and subtraction to solve problems (fact families).
1MATHMA-2G	Solve addition and subtraction problems with one and two-digit numbers (without regrouping).
1MATHMA-2H	Find the sum of 3 one-digit numbers.
<b>1MATHMA-3</b>	<b>Numbers and Operations: The student will use fraction models to identify parts of a whole.</b>
1MATHMA-3A	Investigate concepts of fractional parts (e.g. halves, thirds, fourths).
1MATHMA-3B	Compare common fractions using concrete materials.

**Patterns**

<b>1MATHMA-4</b>	<b>The student will demonstrate an understanding of patterning.</b>
1MATHMA-4A	Recognize, describe, extend, and create a variety of patterns, including color, shape, and numeric.

**Geometry**

<b>1MATHMA-5</b>	<b>The student will identify common geometric figures and classify them by common attributes.</b>
1MATHMA-5A	Identify, describe, compare, and draw plane figures: rhombus, trapezoid, hexagon.
1MATHMA-5B	Identify basic three-dimensional figures: sphere, cube, cylinder, cone, pyramid, rectangular prism.
1MATHMA-5C	Demonstrate the relative position of objects and their location in space (left, right).

**Measurement**

<b>1MATHMA-6</b>	<b>The student will use comparison and standard, as well as nonstandard units, to measure objects.</b>
1MATHMA-6A	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit to measure.
1MATHMA-6B	Tell time to the nearest hour and half-hour using an analog and digital clock.
1MATHMA-6C	Identify the value of coins and show different combinations of coins that equal the same value (penny, nickel, dime, and quarter).
1MATHMA-6D	Use calendar language appropriately (e.g. seasons and months, today, yesterday, tomorrow, next week, last month).
1MATHMA-6E	Observe and record temperatures.
1MATHMA-6F	Identify various tools used to solve measurement problems.

**Data Analysis and Probability**

<b>1MATHMA-7</b>	<b>The student will demonstrate an understanding of data collection, display, and interpretation.</b>
1MATHMA-7A	Represent and compare various forms of data (e.g. daily temperature, lunch count, attendance, favorite color) using picture graphs, bar graphs, and tally charts.
1MATHMA-7B	Interpret information displayed in a chart, or graph, by using the vocabulary: more, less, fewer, greater than, and less than.

# SCIENCE

## FIRST GRADE

### Overview

Science education in first grade builds upon the foundation that began in kindergarten. First graders learn that all living things have the same basic needs. Students should be given as many opportunities as possible to experience and interact with living things within the environment. Study of the basic needs of all living things should begin with things that can be experienced concretely. They also continue to explore the physical and earth sciences.

In first grade, students can be expected to conduct simple experiments in which they make predictions and test them. Students can draw conclusions from experiments and practice recording and explaining them. First grade students should gain practice in working in collaborative groups and in using basic science instruments.

### Nature of Science: K-2<sup>nd</sup> Grade

<b>INATSCI-1</b>	<b>Scientific Investigations</b>
INATSCI-1A	Science investigations begin with a question.
INATSCI-1B	Scientists use different ways to study the world.
INATSCI-1C	Scientists look for patterns and order when making observations about the world.
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<b>INATSCI-2</b>	<b>Scientific Revision</b>
INATSCI-2A	Science knowledge can change when new information is found.
<b>INATSCI-3</b>	<b>Science Models, Laws, Mechanisms, and Theories</b>
INATSCI-3A	Scientists use drawings, sketches, and models as a way to communicate ideas.
INATSCI-3B	Scientists search for cause and effect relationships to explain natural events.
<b>INATSCI-4</b>	<b>Science is a Way of Knowing</b>
INATSCI-4A	Science knowledge helps us know about the world.
INATSCI-4B	Scientists study the natural and material world.
<b>INATSCI-5</b>	<b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b>
INATSCI-5A	Science assumes natural events happen today as they happened in the past.
INATSCI-5B	Many events are repeated.
<b>INATSCI-6</b>	<b>Science is a Human Endeavor</b>
INATSCI-6A	People practiced science for a long time.
INATSCI-6B	Men and women of diverse backgrounds are scientists and engineers.

### Reading Standards for Informational Text: 1st Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<b>1SCILIT-1</b>	<b>Key Ideas and Details</b>
1SCILIT-1A	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1SCILIT-1B	Identify the main topic of a multi-paragraph text.

1SCILIT-1C	Describe the connection between a series of scientific ideas or concepts or sequence of steps in a text.
<b>1SCILIT-2</b>	<b>Craft and Structure</b>
1SCILIT-2A	Determine the meaning of words and phrases in a text relevant to a grade one topic or subject area.
1SCILIT-2B	Know and use various text features (e.g., captions, bold print, headings, vocabulary words, electronic menus, icons) to locate key facts or information in a text efficiently.
1SCILIT-2C	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>1SCILIT-3</b>	<b>Integration of Knowledge and Ideas</b>
1SCILIT-3A	Use specific images (e.g., different parts of a plant) to clarify a text.
1SCILIT-3B	Describe specific points the author makes in a text.
1SCILIT-3C	Compare and contrast the most important points presented by two texts on the same topic.
<b>1SCILIT-4</b>	<b>Range of Reading and Level of Text Complexity</b>
1SCILIT-4A	Read and comprehend informational texts, including science, at the first grade level.

### Science Processes and Inquiry

<b>1SCIENC-1</b>	<b>The student will engage in investigations that lead to the discovery of science concepts.</b>
1SCIENC-1A	Practice safety procedures in all scientific investigations.
1SCIENC-1B	Make predictions based on patterns of observation rather than random guessing.
1SCIENC-1C	Use simple tools to measure items and record measurements in standard and non-standard units.
1SCIENC-1D	Compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, weight).
1SCIENC-1E	Use models to describe a scientific principle.
1SCIENC-1F	Write, draw, or use models to communicate a sequence of steps, events, or observations.
1SCIENC-1G	Use magnifiers or microscopes to extend the senses.

### Physical Science

<b>1PHYSICI-1</b>	<b>Matter – The student will observe that materials come in different states of solids, liquids, and gases.</b>
1PHYSICI-1A	Identify the many ways in which objects can be grouped or classified.
1PHYSICI-1B	Classify solids according to their properties.
1PHYSICI-1C	Determine the properties of liquids.
1PHYSICI-1D	Explore the properties of gases.
1PHYSICI-1E	Observe changes in the state of matter.

**Life Science**

<b>1LIFSCI-1</b>	<b>Plants/Animals – The student will evaluate the different ways in which plants and animals meet their needs.</b>
1LIFSCI-1A	Develop an understanding of the needs of plants.
1LIFSCI-1B	Describe the function of plant parts.
1LIFSCI-1C	Develop an understanding of the needs of animals.
1LIFSCI-1D	Determine that different plants and animals inhabit different habitats.
1LIFSCI-1E	Observe the external features that help plants and animals adapt to their environment.
1LIFSCI-1F	Describe how seasonal changes affect plants, animals, and their surroundings (e.g. migration, hibernation, camouflage, germination, dormancy).

**Earth Science**

<b>1EARSCI-1</b>	<b>Earth – The student will observe that the Earth is composed of land, air, water, and sky.</b>
1EARSCI-1A	Identify characteristics of various land forms.
1EARSCI-1B	Identify resources from the Earth.
1EARSCI-1C	Explore how resources can be conserved and recycled. (CST 7A, 7B)

# SOCIAL STUDIES

## FIRST GRADE

### Overview

The first grade social studies curriculum includes a comparison of the everyday life in neighborhoods and communities in different places and time periods. Students will use maps and globes to locate places in Oklahoma and around the world. First graders will learn the rights and responsibilities of good citizenship as well as patriotic traditions.

### History

<b>1SOCSTU-1</b>	<b>History: The student will understand that history tells the story of people, places, and events of other times.</b>
1SOCSTU-1A	Identify events as past, present, or future.
1SOCSTU-1B	Compare and contrast everyday life in different times and places.
1SOCSTU-1C	Identify the events and people associated with commemorative holidays.
1SOCSTU-1D	Compare the past to the present by exploring stories of interesting people.
1SOCSTU-1E	Recognize that we celebrate liturgical seasons and Holy Days as part of our Catholic history and heritage (e.g. All Saints Day, Advent, Lent, Feast of Guardian Angels). (CST 2B)
<b>1SOCSTU-2</b>	<b>History: The student will recognize that cultural diversity exists in local communities as well as globally.</b>
1SOCSTU-2A	Know that the American community is formed by families of different cultural backgrounds. (CST 2C)
1SOCSTU-2B	Compare the beliefs, customs, traditions, and social practices of varied cultures.
1SOCSTU-2C	Describe a tradition, food, or holiday that has been borrowed (adapted) from another culture.

### Geography

<b>1SOCSTU-3</b>	<b>The student will apply basic geographic concepts.</b>
1SOCSTU-3A	Locate the local community (city or town), Oklahoma, and the United States.
1SOCSTU-3B	Develop skills to locate major geographic features on a map (e.g. rivers, lakes, mountains, oceans).
1SOCSTU-3C	Apply skills to recognize a familiar location on a map, using cardinal directions and symbols.
1SOCSTU-3D	Recognize the ways climate affects the way people live (e.g. food, clothing, shelter, recreation).

### Civics

<b>1SOCSTU-4</b>	<b>The student will describe the rights and responsibilities of citizenship.</b>
1SOCSTU-4A	Know similarities and differences between rules and responsibilities at home and at school. (CST 2C, 6B)

1SOCSTU-4B	Know responsibilities of authority figures (e.g. parents, teachers, police officers). (CST 2C, 5)
1SOCSTU-4C	Know the difference between rules and laws. Recognize the consequences of not having rules and laws. (CST 6A)
1SOCSTU-4D	Recognize the President of the United States.
<b>1SOCSTU-5</b>	<b>The student will identify the symbols and traditions associated with the United States.</b>
1SOCSTU-5A	Identify traditionally patriotic symbols associated with the United States (e.g. flag, bald eagle, monuments).
1SOCSTU-5B	Recognize and learn about patriotic traditions and activities (e.g. reciting the Pledge of Allegiance, Oklahoma pledge, singing patriotic songs). (CST 2B, 2C, 6A)

### **Economics**

<b>1SOCSTU-6</b>	<b>The student will understand basic economic concepts.</b>
1SOCSTU-6A	Identify the three basic needs of survival (e.g. food, shelter, clothing) and describe how they are obtained. (CST 4)
1SOCSTU-6B	Distinguish between a need and a want. (CST 3B)
1SOCSTU-6C	Explain the differences between goods and services. Recognize that people are both buyers (consumers) and sellers (producers).
1SOCSTU-6D	Know the concept of exchange and the use of money to purchase goods and services.

# TECHNOLOGY

## FIRST GRADE

### Overview

*The first grade student will continue to develop basic proficiency in the use of technology. The student will continue to develop an awareness of responsible use of technology and to use productivity tools. Developmentally appropriate activities will provide students with opportunities to utilize technology skills as they accomplish curriculum objectives.*

Students will become accustomed to utilizing technology tools when technology is integrated into a variety of learning situations. Students will construct knowledge from information gathered online as well as from other technology resources. Applications will allow students to practice problem solving skills. The Internet will provide broad learning experiences.

### Basic Operations and Concepts

<b>1TECHNO-1</b>	<b>The student will recognize the parts of a computer and demonstrate how to operate them.</b>
1TECHNO-1A	Identify common uses of technology in daily life.
1TECHNO-1B	Name and locate basic computer components.
1TECHNO-1C	Start and exit applications.
1TECHNO-1D	Understand that documents can be saved.
1TECHNO-1E	Understand that computers can print documents.
1TECHNO-1F	Take proper care of technology equipment.
<b>1TECHNO-2</b>	<b>The student will become familiar with the keyboard.</b>
1TECHNO-2A	Identify, locate, and use keys.
1TECHNO-2B	Use the mouse to click, double click and press, drag and release.

### Ethical, Legal, and Social Media

<b>1TECHNO-3</b>	<b>The student will practice responsible use of technology.</b>
1TECHNO-3A	Discuss the ownership of computer-created work.
1TECHNO-3B	Demonstrate respect for the work of others.
1TECHNO-3C	Discuss Catholic Social Teachings in relation to technology.

### Technology as a Tool for Productivity

<b>1TECHNO-4</b>	<b>The student will use technology to produce documents.</b>
1TECHNO-4A	Use basic paint and drawing tools.
1TECHNO-4B	Create a graphic document.
1TECHNO-4C	Print with assistance.

1TECHNO-5	The student will recognize that word processing is a tool for writing.

### **Technology as a Tool for Communication**

1TECHNO-6	The student will recognize that the Internet is used to interact with others.
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### **Technology as a Tool for Research**

1TECHNO-7	The student will utilize the Internet as a research tool.
1TECHNO-7A	Recognize the Internet as a source of information.
1TECHNO-7B	Participate as a group in locating information online.

# VISUAL ART

## FIRST GRADE

### Overview

First Grade students will explore the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be developed. The visual arts will provide opportunities for self expression and creative thinking. Students will learn to demonstrate respect for their own artwork and the artwork of others.

### Language of Visual Art

<b>1VISART-1</b>	<b>The student will identify and communicate using a variety of visual art terms.</b>
1VISART-1A	Name elements of art including: line, color, form, shape, texture, value, and space.
1VISART-1B	Recognize the principles of design including: rhythm, balance, contrast, movement, and repetition.
1VISART-1C	Use appropriate art vocabulary to describe art.

### Visual Art History and Culture

<b>1VISART-2</b>	<b>The student will recognize the development of visual art from a historical and cultural perspective.</b>
1VISART-2A	Discover and appreciate the art of the Catholic Church and its symbolism.
1VISART-2B	Understand that art reflects a culture.
1VISART-2C	Identify connections between visual art and other art disciplines.
1VISART-2D	Recognize specific works of art produced by artists in different cultures, times and places.
1VISART-2E	Recognize appropriate art terminology to express personal opinions about art.

### Visual Art Expression

<b>1VISART-3</b>	<b>The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.</b>
1VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
1VISART-3B	Experiment with color mixing with various media.
1VISART-3C	Use a variety of subjects, basic media, and techniques in creating visual art (e.g. drawing, painting, weaving, sculpture, collage, and mixed media).
1VISART-3D	Demonstrate beginning skills of composition using the elements of art and principles of design.
1VISART-3E	Use art media and tools in a safe and responsible manner to create visual art.

## Visual Art Appreciation

<b>1VISART-4</b>	<b>The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.</b>
1VISART-4A	Demonstrate appropriate behavior while viewing art.
1VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
1VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
1VISART-4D	Recognize learning connections between visual art and concepts from other disciplines, such as mathematics, science, English language arts, social studies, and media arts.

## Additional Instructional Opportunities

<b>1VISART-5</b>	<b>Additional Instructional Opportunities</b>
1VISART-5A	Identify specific works of art produced by artists in different cultures.

# GENERAL MUSIC

## FIRST GRADE

### Overview

First grade students explore melody and rhythm through singing, creative movement, and playing percussion instruments. Students sing and perform sacred, secular, patriotic and holiday songs.

### Language of Music

<b>1MUSIC1-1</b>	<b>The student will read, notate, and interpret music.</b>
1MUSIC1-1A	Explore the elements of melody (high and low, up and down, leaps, and repeats).
1MUSIC1-1B	Explore the elements of rhythm (steady beat, long and short sounds).
1MUSIC1-1C	Sing accompanied and unaccompanied.
1MUSIC1-1D	Explore the elements of form (introduction, repetition/contrast, solo/chorus, and verse/refrain).
1MUSIC1-1E	Explore the elements of tone color (classroom percussion instruments and each family of orchestra instruments [strings, woodwinds, brass, and percussion]).
1MUSIC1-1F	Explore the elements of pitch (high and low).
1MUSIC1-1G	Explore the elements of tempo (fast and slow)
1MUSIC1-1H	Explore the elements of dynamics (loud and soft).
<b>1MUSIC1-2</b>	<b>The student will identify basic notation.</b>
1MUSIC1-2A	Read quarter note and quarter rest in pictorial representation.
1MUSIC1-2B	Recognize melodic patterns (sol, mi, la or 5, 3, 6)
<b>1MUSIC1-3</b>	<b>The student will respond to beat or rhythm patterns.</b>
1MUSIC1-3A	Respond to the beat or rhythm patterns by clapping, walking, playing classroom instruments, chanting, etc.
<b>1MUSIC1-4</b>	<b>The student will explore music through movement.</b>
1MUSIC1-4A	While listening to a musical piece, use directional hand movements to follow the melodic contour.
1MUSIC1-4B	Explore music through creative movement.

### Music History and Culture

<b>1MUSIC1-5</b>	<b>The student will recognize the development of music from a historical and cultural perspective.</b>
1MUSIC1-5A	Differentiate between sacred and secular music.
1MUSIC1-5B	Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
1MUSIC1-5C	Recognize patriotic and holiday songs.

## **Musical Expression**

<b>1MUSIC1-6</b>	<b>The student will present an existing work formally or informally with appropriate expressive and technical skills.</b>
1MUSIC1-6A	Participate in music through singing and/or playing instruments.
1MUSIC1-6B	Match pitches, sing in tune, and use appropriate tone and expression.
1MUSIC1-6C	Play simple rhythmic patterns using sounds and silences.
1MUSIC1-6D	Identify classroom percussion instruments and accompany songs and rhythm activities.

## **Music Appreciation**

<b>1MUSIC1-7</b>	<b>The student will use active listening to explore music.</b>
1MUSIC1-7A	Explore mood of music through movements.
1MUSIC1-7B	Recognize basic features of familiar and unfamiliar songs.
1MUSIC1-7C	Experience a representative sample of classical music.
1MUSIC1-7D	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

## **Additional Instructional Opportunities**

<b>1MUSIC1-8</b>	<b>Additional Instructional Opportunities</b>
1MUSIC1-8A	Read paired eighth notes in pictorial representation.
1MUSIC1-8B	Perform ostinati patterns as accompaniment.
1MUSIC1-8C	Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
1MUSIC1-8D	Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.

# PHYSICAL EDUCATION

## FIRST GRADE

### Overview

First grade students will develop large and fine motor skills. Christ-like behavior will be demonstrated through communication and cooperation during a variety of discovery and movement activities. Children will engage in dynamic movement to promote good health.

### Motor Skills

<b>1PHYSED-1</b>	<b>The student will develop large and fine motor skills.</b>
1PHYSED-1A	Demonstrate basic locomotor skills in combination with varied movement forms, patterns, and rhythms.
1PHYSED-1B	Develop body control skills (spatial awareness, boundaries).
1PHYSED-1C	Exhibit hand and eye coordination and movement through a variety of manipulative activities.

### Responsible Behaviors

<b>1PHYSED-2</b>	<b>The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)</b>
1PHYSED-2A	Recognize and apply safety guidelines related to a specific activity.
1PHYSED-2B	Understand that their body and physical abilities are a gift from God. (CST 1A, 1B, 3B)
1PHYSED-2C	Demonstrate Christ-like behavior regarding communication and cooperation. (CST 1A, 1B, 2B, 2C, 6A, 6B)

### Health and Fitness

<b>1PHYSED-3</b>	<b>The student will participate in health and fitness activities.</b>
1PHYSED-3A	Identify the activities that promote health and wellness.
1PHYSED-3B	Engage in dynamic movement.

# WORLD LANGUAGES

## KINDERGARTEN THROUGH FOURTH

### Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

### Catholicity

<b>K-4WORLAN-1</b>	<b>The student will understand Creed as the faith professed.</b>
K-4WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
K-4WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
K-4WORLAN-1C	Explore various Catholic Church documents in the target language.
<b>K-4WORLAN-2</b>	<b>The student will understand Sacraments as the faith celebrated.</b>
K-4WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
K-4WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
K-4WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
<b>K-4WORLAN-3</b>	<b>The student will understand Christian morality as the faith lived.</b>
K-4WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
K-4WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith.
K-4WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.

K-4WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
K-4WORLAN-3E	Explore sacred art from the target culture.
<b>K-4WORLAN-4</b>	<b>The student will understand Prayer as the faith prayed.</b>
K-4WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
K-4WORLAN-4B	Compose original prayers in the target language.

## Communication

<b>K-4WORLAN-5</b>	<b>The student will understand, interpret, and analyze spoken and written language on a variety of topics.</b>
K-4WORLAN-5A	Recognize memorized words and phrases when heard.
K-4WORLAN-5B	Understand words, phrases, and simple sentences related to everyday life when heard.
K-4WORLAN-5C	Recognize pieces of information and understand the main topic of what is being said.
K-4WORLAN-5D	Recognize letters and characters.
K-4WORLAN-5E	Understand learned or memorized words and phrases when read.
K-4WORLAN-5F	Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
K-4WORLAN-5G	Understand the main idea of what is read.
<b>K-4WORLAN-6</b>	<b>The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.</b>
K-4WORLAN-6A	Communicate on very familiar topics using a variety of practiced and memorized words and phrases.
K-4WORLAN-6B	Communicate and exchange information about familiar topics using phrases and simple sentences.
K-4WORLAN-6C	Participate in short social interactions in everyday situations by asking and answering simple questions.
<b>K-4WORLAN-7</b>	<b>The student will present information, concepts, and ideas to listeners or readers on a variety of topics.</b>
K-4WORLAN-7A	Present information about self and some other very familiar topics using single words or memorized phrases.
K-4WORLAN-7B	Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
K-4WORLAN-7C	Reproduce some familiar words, characters, or phrases.
K-4WORLAN-7D	Write lists and memorized phrases on familiar topics.
K-4WORLAN-7E	Write short messages and notes on familiar topics related to everyday life.

## Culture

<b>K-4WORLAN-8</b>	<b>The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>
K-4WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
K-4WORLAN-8B	Initiate and respond to routine courtesy exchanges.
K-4WORLAN-8C	Participate in cultural activities, traditions, and holidays of the target culture.
K-4WORLAN-8D	Participate in children’s games representative of the target culture.
K-4WORLAN-8E	Identify and color flags and a few landmarks of the target culture.
K-4WORLAN-8F	Listen and respond simply to stories, songs, and rhymes of the target culture.
K-4WORLAN-8G	Name and experience foods and eating customs of the target culture.
K-4WORLAN-8H	Identify some beliefs and outlooks of the target culture.
K-4WORLAN-8I	Understand diversity and recognize the impact of stereotyping other cultures.
K-4WORLAN-8J	Recognize differences and similarities between the target culture and their own.
K-4WORLAN-8K	Recognize and write numbers according to cultural custom.
<b>K-4WORLAN-9</b>	<b>The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>
K-4WORLAN-9A	Name and identify tangible products of everyday living.
K-4WORLAN-9B	Identify and explore artifacts and symbols commonly used in the target culture.
K-4WORLAN-9C	Identify and explore some major contributions and influential figures, past and current, from the target culture.
K-4WORLAN-9D	Identify and explore the impact of historical and contemporary influences from the target culture that are significant in their own culture.
K-4WORLAN-9E	Identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
K-4WORLAN-9F	Recognize samples of the culture’s perspectives from the arts, media, and sports in the target culture.

## Connections

<b>K-4WORLAN-10</b>	<b>The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.</b>
K-4WORLAN-10A	Identify and/or apply selected information and skills from other content areas in experiences related to the target language and culture.
K-4WORLAN-10B	Reinforce and/or expand learning in other content areas using authentic target language resources.
K-4WORLAN-10C	Identify eight colors using clothing of children and pictures.
K-4WORLAN-10D	Count from 0 to 15 using the target language.

## Comparisons

<b>K-4WORLAN-11</b>	<b>The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.</b>
K-4WORLAN-11A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.

K-4WORLAN-11B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
K-4WORLAN-11C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
K-4WORLAN-11D	Recognize and use identified idiomatic expressions that cannot be directly translated into their own language.
<b>K-4WORLAN-12</b>	<b>The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.</b>
K-4WORLAN-12A	Identify similarities and differences in verbal and nonverbal behavior between cultures.
K-4WORLAN-12B	Recognize cross-cultural similarities and differences in the practices of the target culture.
K-4WORLAN-12C	Identify cross-cultural similarities and differences in the products of the target culture.
K-4WORLAN-12D	Recognize cross-cultural similarities and differences in the perspectives within the target culture.

### **Communities**

<b>K-4WORLAN-13</b>	<b>The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.</b>
K-4WORLAN-13A	Produce short presentations for a variety of audiences.
K-4WORLAN-13B	Participate in activities where the ability to communicate in a second language is beneficial.
K-4WORLAN-13C	Take part in language-related activities to benefit the school and/or community.(CST 2B)
K-4WORLAN-13D	Articulate the benefits of being able to communicate in more than one language.
K-4WORLAN-13E	Demonstrate a willingness to interact with native speakers.
K-4WORLAN-13F	Discover and explore a variety of entertainment sources representative of the target culture.
K-4WORLAN-13G	Identify and discuss issues of interest within the target culture.
K-4WORLAN-13H	Discover and explore samples of art, literature, music, and sports representative in the target culture.